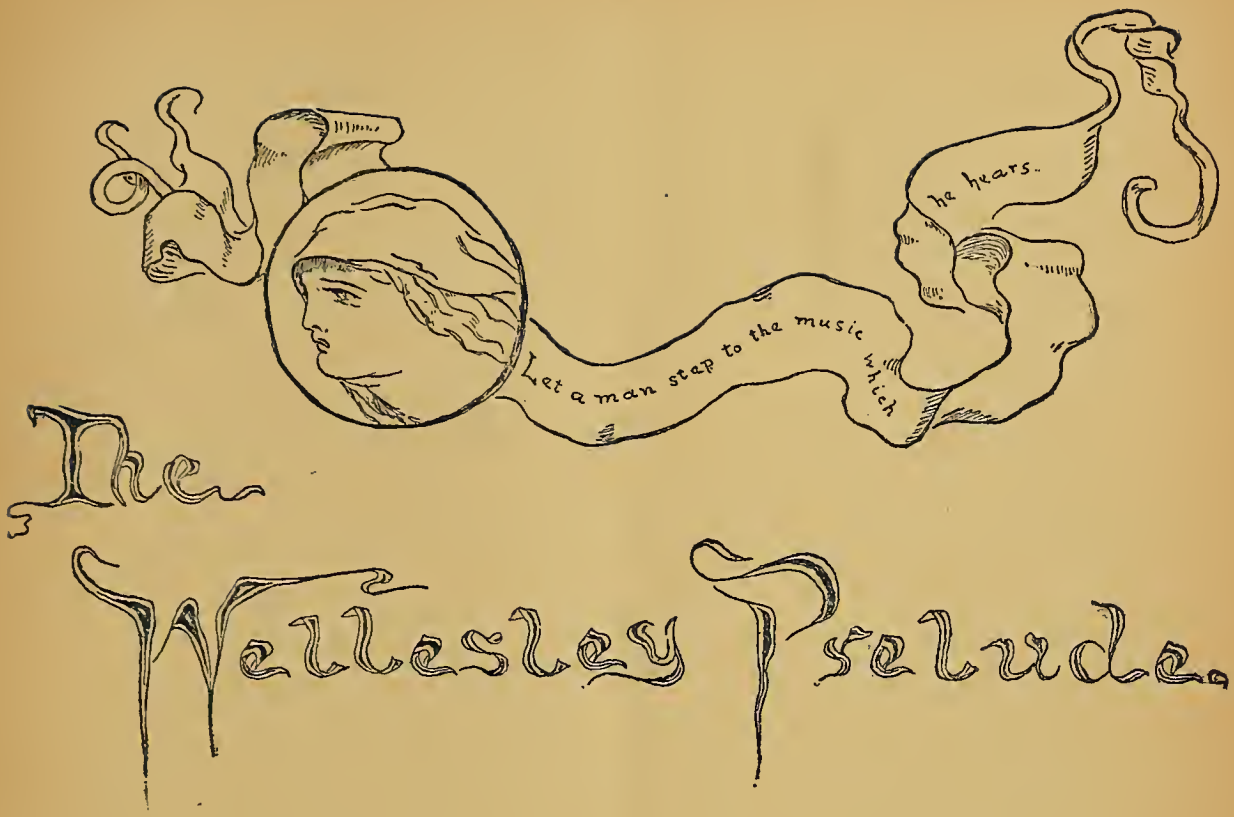


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WELLESLEY. MASS., MAY 17, 1890.

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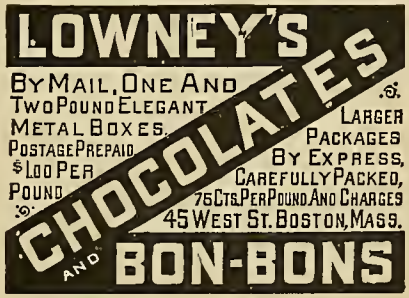

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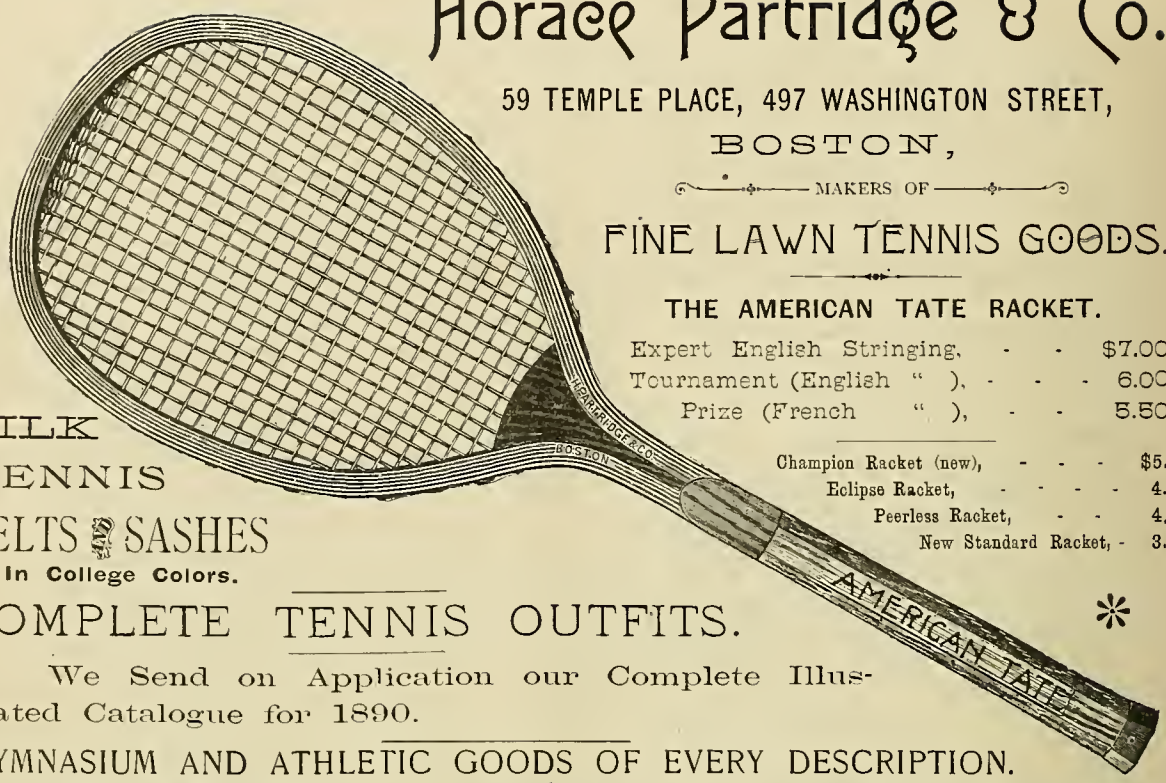


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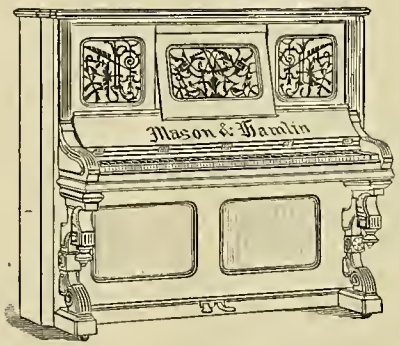


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# THE WELLESLEY PRELUDE.

VOL. I. WELLESLEY COLLEGE, MAY 17, 1890. No. 30

## The Wellesley Prelude.

Edited by the Students of Wellesley College and published weekly during the college year. Price, $2.00 a year, in advance. Single copies, 10 cents.

EDITORS:

MARY D. E. LAUDERBURN, '90.
SARAH M. BOCK, '90.
MARY BARROWS, '90.
EMILY I. MEADER, '91.
THEODORA KYLE, '91.
MARY W. BATES, '92
EDITH S. TUFTS, '84.

All literary communications from the students of the college should be sent to MISS LAUDERBURN, through the "Prelude" box in the general office. Literary communications from outside the college should be directed to the Alumnæ Editor, Miss Edith S. Tufts, Dana Hall, Wellesley, Mass.

Subscriptions should be sent, *in all cases*, to Mary Barrows, Wellesley, Mass.

ADVERTISEMENTS and other business communications should be addressed to Brown Bros., 43 Lincoln St., Boston, Mass.

*Entered at the Wellesley Post Office as second-class matter.*

"WHY do you run up stairs?" inquired a gentleman of a Wellesley girl who had just run up the "Ladies' Staircase" of the —— House.

"Why, I don't know, I always run up stairs," was the reply. "Perhaps," after a meditative pause, "It is because I get so used to hurrying at College; I run down to breakfast, and hurry over to Chapel, and rush up to the fifth floor for recitation; I am so busy, I have to hurry."

"The French have a proverb,' haste is vulgar!'"

That was a new way of looking at it, and a series of meditations followed resulting in the conclusion that an extra ten minutes in the morning would solve the difficulty and remove all taint of vulgarity.

She made a trial the first day of the new term. How well it worked; she dressed leisurely; went to chapel with slow, dignified step; yes, even took the elevator for the fifth floor recitation.

The lecture dragged a little, and the bell interrupted a reverie, she was thinking of her triumph over vulgarity, and resolving to follow up so successful a mode of life. "Just a moment young ladies to elucidate this last point." Then the second bell rang and she tore wildly down stairs, late for the final written review in Greek.

*S. L. Magone, '92.*

### SILENT TIME.

'Twas in the Browning room, they sat,
A youth and maiden fair,
Upon the sofa, side by side,
In a dusky corner there,

Long the youth had loved the maiden:
But, alas! it was his woe
That he had not enough courage
To be brave and tell her so.

But on that fated evening,
In the soft and shadowy gloom,
He felt some subtle influence
From the stately, silent room.

And his passion wildly rising,
He began with trembling voice
To make known to the sweet damsel
That she was his only choice.

Hark! his words are cleft in sunder,
For, upon their ears there fell,
Clear and stern and sharp and startling
The notes of a warning bell!

And the maiden sadly thinking,
"To break rules is such a crime!"
Whispered low in broken accents,
"You must go, its Silent Time!"

Out into the inky darkness,
Out into the murky night,
Dreary, dismal, dark, despondent,
Stalked the youth, a sorry sight.

And the maiden wipes a tear drop,
As she turns the stairs to climb,
For she knows with him from henceforth
'Tis perpetual Silence Time!

*Theodora Kyle, '91.*

## A SOLILOQUY.

I am a squirrel. My home is on the college grounds, in an oak tree, quite close to one of the college buildings. I feel quite as if I belonged to the College, and am very much interested in it, especially since I have a friend among the college girls. She is, in fact, a dear friend of mine, and often sits down near my tree, and tells me about things I dont understand, because I am a squirrel and not a college girl.

She tells me about the doings within the college walls, while I tell her about the things I see outside, which she has not always seen just as I have. One day, recently, she told me about the "discussion" in the PRELUDE; how some think there is too much social life in college. She does not think there is, because the girls apply themselves better, and more easily when they study, and the change from mental labor to recreation has made the girls less nervous and tired, and all in all, much better. I don't know much about this, because it is out of my line. I don't know anything about books, though my friend has told me about her studies, and the books that interest her. I am no student. I am, however, a sociable being, as my friend says girls are.

My squirrel friends and I are all members of one large family, and all of us who live on these grounds, know and recognize each other. Of course we have our particular friends, but we never slight in the least any who are not.

I always keep my eyes and ears open, and have found from watching the girls on their walks, and listening to what they say, that some in the College were teachers, and some were students; of the latter, some were members of the same and some of different classes and lived in the same or in different buildings.

My friend tells me they are all members of a great family, as well as we squirrels. They are bound together by a love for their College and future Alma Mater: they all have for their motto, "Not to be ministered unto, but to minister:" they are all one while in college; there are different classes, which differ from each other only by the length of time they have spent here, and the younger members look up with respect and admiration to those who have been here for a year or more, while these members are fond of the new members, because they are their younger sisters.

Since she told me this one day, I have been wondering about many things I've seen.

I notice many girls bow or speak to each other; others, if they don't bow or speak, recognize each other by a smile or a glance; while others when they meet do neither. They pass as if they were entire strangers, and did not belong to the same college, nor met together every day in chapel, as if they were not members of the same class, nor lived in the same house.

Even some I had supposed were teachers, do the same thing, and I have noticed that girls look expectantly at them, either to bow to them, or to be recognized by them, but, like the girls, they are quite indifferent to them.

All this is out of doors, where there is no great rush, as my friend tells me, there generally is within the buildings. It is when they are sauntering leisurely for pleasure, or walking briskly for exercise.

I talked with my friend about this one day. She had noticed the same thing she said. When she was a Freshman, she had been introduced to upper class girls, who when they met her afterwards, never failed to omit to recognize her: and were again introduced as occasion demanded. Similar recent experiences had led her to think of the matter, since they were lowering her ideal of a true Wellesley girl.

She told me how many times she had tried to recognize the teachers as a mark of respect, or because she expected they would know her, since she was in their classes day after day, and was one of Wellesley's daughters; but some never acted as if this fact created any bond between them.

I said I thought it was strange if there was true social life, of the highest, most helpful kind, that some members of the college should treat other members in this way.

My friend said each one met so many that it was impossible, or at the best, wearisome, to recognize every one, unless you were intimately acquainted with them.

I suppose it may be: but I have noticed some girls, and some teachers, seem to have no difficulty

in recognizing nearly everyone they meet: and I have seen that it made girls look happier, to be recognized by either classmates, non-classmates or teachers.

I am a social being, as I said, but not an intellectual one, and not understanding the difficulties such beings experience, I suppose my ideas will seemed one-sided.

My friend said that it seemed to her that more true courtesy, and thoughtful graciousness of manner ought to characterize the Wellesley girls. She said college men did not lack in this respect, as much as we did; and always expected to recognize an instructor; while in the social world, failure to recognize a person one had met, was boldly and emphatically to slight them. She has said often that the Wellesley girls went out of College to become the ideal women of the future, and I, though only a squirrel, am wondering how that end can be accomplished, when courtesy does not begin at home.

*A. E. B. '91.*

---

## SEA-LIGHTS.

*Reprinted from the Phi Sigma Rebound.*

As morning sun uprising from a sea,
  Where darkening shadows silent lie,
Wakes in the waves a mystery
  Of light; from chalice of the sky
Pours wines of opal tints, purple and gold,
And floods the world with glories manifold.

So, Love, in thine arising through the night
  That o'er Life's waters starless lies,
Thine east-born glory sets the waves alight
  And in their throbbing hearts arise
Purples of Promise, and thy gold, O Love,
All flaming with a splendor from above.

As o'er the sleeping sea on sun-lit wing
  The sea-gull speeds his joyous way,
Fades in the distance where the white mists fling
  Their shadow-curtain o'er the day,
Yet through the shades his wild call echoing
Glad dreams of hidden waters shore-ward bring,

So Hope on sun-lit wing across time's sea
  Speedeth her way, and fades at last
Where falls the shadow of Eternity,
  Oh, Hope, thy white-winged flight has passed,
But through the shades a song is borne from thee
That sings the glories of the hidden sea.

*Ada S. Woolfolk*, '91.

Mr. Durant once posted conspicuously upon what was then the only College Bulletin, a small black-board in the reading-room, offers of prizes for the best boat-song in German, French and Latin—perhaps Greek also was included.

The evening of this announcement, one of the teachers remarked to her table at dinner, that one language had been omitted in Mr. Durant's offer, and that she would present a bright new nickel to the member of her table who should compose the best Irish boat-song. Clara Jones and Ambia Harris presented the following effusion for the Irish song:—

### Boat Song.

The dark o' the night was comin' fast,
For 'twas avenin' afther tay was past,
An' jist the time when boatin's swate,
An' gals come down all dressed so nate,
  Bay jabbers.

The Capn's were followin' after the rist
A runnin' down hill like all possist,
An' like an old tin fish-horn rung
The accints of the Freshmen tongue
  Bay jabbers.

The Sophs are a watchin' 'em up on the shore,
First up goes one, thin another oar,
Boats goin' this way, thin goin' that,
An' now one crayture's lost her hat
  Bay jabbers.

"Pick up that hat," the Cap'n said,
An' jam it quick on the top o' yer head,
For the way is long, and the lake is wide,
And the boats must be hauled up side by side
  Bay jabbers.

Steer shy o' that sailboat out on the lake,
Or your faither'll be telegraphed to a wake,
That's Hunnewell's boat, there's a man inside
An' ye must kape up the College pride
  Bay jabbers.

Wait a bit now, says one, and rist
For the dress I have on is my very bist
An' the boat has a lake, an' the wather's high
An' I'll jist haul it up to kape it dry
  Bay jabbers.

The bell is ringin' for half past service,
From six till thin is the time that's given
An' they'll have to row at an awful rate
To be at the bell at a quarther of eight,
  Bay jabbers.

But with all their rowin' they don't get in,
So jist to punish them for their sin

They lock them out of the beautiful gate
Cos they're not in at quarther of eight,
Bay jabbers.
So they sit thim down on the cold stone steps
As if they were nothin' but common Preps.
And nobody comes to let thim in,
But lave them there to repint of their sin,
Bay jabbers.

## THE TYPICAL NOTE-BOOK.

"The Typical Note-Book," by the author of "How I Spent my Summer Vacation,"— and "Sights in a Railroad Station." Published for the Harvard University by Winkley, Dresser & Co., 12 Milk St., Boston, Mass. Price thirty-five cents.

Before examining the contents of this queer book, I must speak particularly of its outside appearance. Bound in cardboard of a variegated color, with a stripe of black cloth across the back, the book has, certainly, not a fascinating appearance. I regret to say, also, that the inside of the book is not more attractive than the outside, for the paper is poor and the writing often illegible. But it is the contents, and not the appearance, of this book that we wish to consider.

Unlike other books, this one was written solely for the benefit of the writer, in fact, there are probably very few people who could understand it, or be able to follow the drift of its thoughts. It was originally designed to have seven distinct cantos, but, in looking it over, I have found ideas in some places which seemed to belong to other parts of the book, and the only way in which I can account for this is that they must have been put down hurriedly, as if the writer had been fearful lest they should escape her before she had them fairly on paper.

In reviewing this book, I shall take the liberty of quoting somewhat from its pages, as the beauty and pathos of some passages would be lost were they put in other words, and I hope that these few quotations may inspire anyone who shall see them with a desire to read the book thoroughly.

On the title page I find the first heading, written in very large letters, to be "Hygiene, or What to do in an Emergency." I am sorry to say that this part of the book is not fully developed, the only thought which I think would especially appeal to the reader being this: "If you see a person about to yield to faintness, pour cold water upon her until she shows that she has fully recovered."

In turning to the next subject treated, I find a decided change; here the thought is fully developed and, with one or two exceptions, the sentences and paragraphs are written in the most approved rhetorical style. If you read this section of the book do not fail to read the parts entitled "Duty," and "My Idea of Heaven." Time and space only prevent me from quoting extensively from these wonderful literary productions. But, lest there should be some who will not be able to read this book, I will give you a few of the most beautiful ideas. "A whole is made up of parts complemental to each other; this definition also applies to the arrangement of wickets in croquet," and the vivid description of one's representative knowledge upon hearing "My Country, 'tis of Thee," are among the most philosophical, and require time and thought to fully appreciate them. Passages from the great poets are also found in this deeply literary study, thus adding a brightness and beauty to what has a tendency, at times, to be dull and heavy. Among these selections we find

"The curfew tolls the knell of parting day;
The lowing herd winds slowly o'er the lea:
The ploughman homeward plods his weary way;
And leaves the world to darkness and to me."

Another from Wordsworth, nature's poet:

"A primrose by the river's brim,
A yellow primrose was to him,
And it was nothing more."

One can learn from this story acts by which she can acquire the means to a supreme end, as "domestic felicity," the supreme end which the author had in mind; also that the "conscience is the phenomena of moral nature," to which many will agree. The main idea running through this entire section of the book can be summed up in one thought, and this is surely a rhetorical test for a good literary production.

The thread of the story takes a scientific turn, and our sympathies are enlisted for burned hands and dresses and broken generators. Although sad, even dramatic at times, the scientist should not fail to read this canto of this strange, ever-varying book. As often at the opening of a chapter, I have

found a few lines indicative of the contents of the chapter, so here I find, so closely connected with the idea expressed that they cannot be omitted, two lines, which I will quote for the benefit of the reader, "A patient observation of phenomena and intellectual reasoning about facts, so as to derive laws, are the requisites for success." Many are the burnt tongues and broken test tubes connected directly or indirectly with these two very harmless lines.

Among the example of physical changes,so clearly stated in this book,I find that of "straight hair curled" to be the most noteworthy. Being of a scientific turn of mind myself,I could devote pages to the mechanical mixtures and elements mentioned here, but I will spare my reader if she be not interested in these terms. One criticism, only, is necessary here; many of the sentences are heterogeneous and the following is a good example. It states that "whenever solutions are put together, such that by the rearrangement of the elements present a new compound can be formed, which is insoluble in the liquid present, that compound will be formed and will appear as a precipitate." The difference between cupric and cuprous compounds is not made especially clear, although there are many pages devoted to this explanation.

The narrative still continues in its scientific strain, though not so well written as to preserve the continuity of thought. More imagination enters into the story here and the heroes and heroines are unlike the people of to-day but more like the people of the coming century, when telephones and phonographs will be in constant use. I recall the instance of one man, who was in a tower at the top of a mountain, being able to communicate with a man in the valley to find his angle of elevation. The story of two "spectators" who spend their time in gazing at clouds, to ascertain their distance from the earth, and of a fisherman, who, not being able to catch any fish, spent his time in walking backward and forward to see the shadow his pole cast, are equally interesting and improbable.

For those who have not been interested in the scientific part of the book, the subject of English Literature in the Ninteenth Century may be of interest. From this we learn that Tennyson had wonderful power in portrait painting; that George Eliot was ugly, but nature had endowed her with almost every other gift; that Ruskin hated mathematics, but has left us some beautiful word pictures; that Longfellow's prose is more beautiful than his poetry; that Holmes was medical, scientific and literary; that Lowell represents American prose at its best; that "perfectly beautiful" and such phrases are not elegant; and that the reason Mrs. Browning was not made poet laureate was the fact "that the twenty-first century had not been rung in."

"Cicero Attico sal." These words appear often in the next canto of this wonderful book. What numbers of domestic troubles and affiictions are found under this heading. Poor Tullia! Here also are found the shades of difference between *quod*, *quia*, *quonian*, and *quando*, and between *praecipue* and *praesertim*. The terrible story of the Punic Wars, of the strife between Carthage, the mistress of the seas, and Rome, the master of the lands, is outlined also. But, best of all, are many pages devoted to the use of the Latin subjunctive, especially that of "confident anticipation."

Again turning the pages, I find the purpose of the flood, the result of the effort to build the Tower of Babel, a full page illustration of the journeys of the Patriarchs, and the story of the wandering Israelites; we learn that gold, silver, brass and shittim wood were employed in building the tabernacle, and of the costly and odd dress of the priests. Here also is a fine illustration of the priest as the artist imagined he might have looked. The story of Balaam and Hannah's beautiful prayer are among the last passages worthy of note in this section of the book.

By far the most valuable part of the entire book to the author is found on a single page on which are two remarks and one illustration. The first of these says: "While talking, keep the mouth closed and throat open, this is by far the most effective means of securing a satisfactory result," and the second: "In speaking, throw your voice at the farthermost object of the room." The illustration represents various positions of the feet which one may employ if she wishes to become graceful.

In conclusion, there are a few things which may be said in general about the book. The style

varies, often it is abrupt but sometimes lengthy. The words are generally Anglo-Saxon, but in places I find them entirely Latin or scientific. As a whole the book has a good tone and can be read with profit by many.

*Margaret Hardon, '92.*

## OUR SOCIAL PROBLEM.

### Society versus Entertainments.

I think that almost every graduate of Wellesley, if asked what is most valuable in a college course, would reply, "The friends gained by it." We enter College, hungry and thirsty for the treasures of wisdom and knowledge laid up in books. But as the years go on, we grow more and more in sympathy with the man who said that he gained from his college life "not books, but men." As Seniors, we know that we gain at Wellesley "not books, but women." When the college days are over, this feeling increases in intensity. Outside of College we find books, but where else do we find the friends, whose intellects so stimulate ours that in conversation with them, we think quicker and talk better than we are wont; whose wisdom advises; whose love encourages and comforts, puts new heart in us, and makes us strong? In one sense, —in the sense in which he meant it, Browning was right when he made Andrea del Sarto say:

——"Incentives come from the soul's self,
The rest avail not. Why do I need you?"

But the great "Master of those who know" was also right, when he said that who can do without friends, may be a beast and may be a god, but he cannot possibly be a man. Even the God-man had a "disciple whom he loved" with a tender, human affection.

No,—there is not too much real society at Wellesley. But are there too many entertainments? Is it not possible that some of the entertainments are too laborious? that brains are sometimes too much racked with trying to think up something original in the way of amusement? that there are a few Wellesley girls at least, who live in such a whirl of excitement that they have no time to think? Sometimes one is much inclined to sympathise with Pascal, when he said that "all the evils flesh is heir to, come from man's not being able to sit still in a room." Let us then strive to obtain this rare virtue,—the habit of thoughtfulness, —together with the quietness and the confidence which are our strength.

*M. B., '89,*

## A SONNET.

Thou art the one last comfort left to me;
For soporific influences steep
My senses all, nor can I help but sleep
Through lesson and through lecture; and studee
Is but to sit with books upon my knee,
While thoughts with dreams a lingering tryst do keep,
And lessons all unlearned a sorrow deep
Do hold in store. All day I long for thee.
To lectures valuable I cannot choose
But go, yet sleep throughout; but 'tis delight
To go to those with stereoptican views,
For darkness there my sleeping hides from sight.
I wake not e'en to eat, with poppies fed,
From morn till eve, I long for thee, my bed.

*A Senior.*

## THE HARMONY SHELL.

*Written on receiving a sea shell from the Barbadoes which had on its sides characters resembling a scale of music.*

Down in the fair Barbado isles,
The sailors tell a story,
That once upon a stormy night,
The isles were filled with glory,
When this old world was glad and young,
And merry sailors sat and sung.

The glory was of light and sound,
That came from unknown lands,
Of speaking stars, and whispering moons,
And troops of singing sands!
When this old world was glad and young,
And merry sailors sat and sung.

And when the light and sound were gone,
The sea rose like a God,
And sang in tones most wonderful,
Of Harmony's abode.
When this old world was glad and young,
And merry sailors sat and sung.

When dawn-tide came, the sailors went
In search of this strange spell,
But nothing on their shores they found
Except a tiny shell.
When this old world was glad and young,
And merry sailors sat and sung.

One held it in his brawny hands,
  Gazing full long and sad.
When lo! upon its outer side,
  A curious scale it had.
    When this old world was glad and young,
    And merry sailors sat and sung.

And he who read the mystic scale,
  Fled from the isle that day,
To bear the music to the world,
  So the bold sailors say.
    When this old world was glad and young,
    And merry sailors sat and sung.

*Nancy K. Foster, Special.*

NATURE'S REPLY.

I

When art thou, O my love, most fair.
With all thy witching wiles?
When tear-drops glisten in thine eyes,
Or when thou art wreathed in smiles?
For tears tell of thy tender heart,
Thy pity for distress,
And one sweet smile can render thee
Complete in loveliness.

II

Lo! as I question, soft I hear
The sound of summer rain,
Yet glancing to the west I see
The welcome sun again,
And breaking through the rift of clouds
A rainbow bright appears.
Ah, love, in truth thou art most fair
When smiling through thy tears!

*G. H. M., in The Trinity Tablet.*

## FOREIGN LETTER.

London, April 7, 1890.

In the first days of the Lenten season there was no small excitement in Cambridge among all those interested in boating, for the Lent races were on. As perhaps some of you may know, the Cam is not wide as it flows through the town, and even when the races are rowed, some two or three miles down the river, it would be difficult for the boats to row past one another. How can there be races on such a narrow stream? This is the question which was asked on our first visit to the boat houses last October, and we were told that there were two kinds of races, the bumping and the time races, and for neither was a greater width of stream required.

The time races are rowed in the May term, and the boats start far enough apart to put the possibility of their overtaking one another quite out of the question. The length of the course is the same for each boat, and consequently the stakes that mark the finish are the same distances apart as the boats at the beginning, and the victorious crew is the one who rows its course in the quickest time. The bumping races are quite different, and are generally considered much more exciting. The boats used are the usual long, light, narrow shells for eight oars, and are usually called "eights." Every College enters at least one boat and many enter more for the Lent races. The boats are arranged in the order in which they were at the end of the races of the previous year. When the start is made the boats are the same distance apart. The aim of each eight is to bump the one ahead of it, that is to touch the stern with its bow. When this is done the Cox of the bumped boat holds up his hands in acknowledgment of the defeat and both boats draw aside to the shore, leaving the course open to those that follow. The races last three days and the boat that gets bumped and the one who "gets the bump" exchange places in the races of the next day.

Several colleges had entered three eights this year, and in all there were thirty-one. The race was rowed in two divisions; the second division included the sixteen lowest boats and the first the sixteen first boats, the last boat in the first division rowing first in the second division. The new boats, that is the eights entered this year for the first time, raced on a previous day with the boat at the end of the second division for their places. As we walked past the end of the course on Wednesday, the first day of the races, the boats were lying along the opposite bank, the crews standing by them on the shore, arranged in the order in which they stood at the close of the Lent races of 1889.

At the time appointed the "boat at the bottom of the river," that is the thirty-first boat, rowed leisurely down to the starting-point followed by the thirtieth, the twenty-ninth, and so on, until the sixteenth boat, the first boat in the second division had gone. In this way, when they reached the starting-point the boats were in their proper order, the sixteenth ahead. It was a pretty sight to see the boats go down, each crew in blazers of its college color, and straw hats with bands of the same colors. A far prettier it was than when they returned, hatless, rowing with all their strength, clad all alike in white jerseys. When the Cox, who still wore his blazer, was the only means of distinguishing the boat. We had taken our places about midway in the course, near a bend in the river, for, at the angles, the "bumps" are more liable to occur. The last day is by far the most exciting, but on the first day there was no small number of spectators; some in carriages, decked in the colors which the occupants favored, some on horse-back, but the vast majority were standing along the banks. On the opposite

side of the river, the tow-path was thronged with undergraduates following the boats down to the starting-point, ready to cheer them on to victory on their return. About twenty minutes after the last boat had gone, the first gun was fired, then another and at last a third, telling that the start was made. In five minutes more, two boats came in sight, the Magdaline eight closely pursued by the Lady Margarets. As they passed us, Magdaline was still sweeping ahead. Magdaline men on the opposite bank were running with the boat shouting, "Keep away from them, Magdaline," and St. John's men were encouraging the Lady Margarets "to catch" Magdaline. As far as we could see the relative position of the two boats was the same, but as we afterwards learned the Lady Margarets finally gained and just before the finish, they touched the stern of the Magdaline eight and gained the place at the head of the second division. But our attention was now called to the other boats. St. Catherine's was coming in sight closely followed by the King's eight. In a moment more, King's bow had touched St. Catherine's, the Cox held up his hand in acknowledgment of the bump and both crews pulled away to the shore, there to wait until the race was over. The King's crew raised their colors and when the race was at an end, once more clad in their violet and white blazers, the victorious crew rowed up to the boat houses, amid a din of trumpets, horns and rattles and shouts of "Well rowed, King's," from their fellow collegians on the opposite bank. Soon other boats followed, with their colors flying, showing they "had gotten bumps" before they reached us. Among these was the Clare boat whose colors were black and yellow. They were accompanied by the usual crowd of comrades on the tow path, conspicuous among whom and adding his bark to the general clamor, was a small, black, long haired dog with yellow ribbon on his neck and tail. The St. Catherine's crew, like the other poor unfortunates, walked back to the boat houses, leaving their boat to be brought up later. Only the crews who "got a bang" and those who "rowed over the course," that is neither got a bump or were bumped, were allowed to row back to the boat houses.

After a slight interval, the boats of the first division rowed down to the starting-point, the Lady Margaret eight going down first having gained the place at the bottom of the first division from Magdaline. A similar race followed, more bumps were given and received, and when the race was over, the victorious crews were carried home on the shoulders of their enthusiastic fellow collegians, accompanied by the noise of drums, rattles, horns and trumpets, and the defeated hoped for better fortune on the next day. By Saturday, the last day of the race, the boats had changed places quite a little, some having gained their places, getting a bump every day. All the crews who had been fortunate enough to get a bump on any of the previous days wore flowers on their hat brims as they rowed down to the starting-point. The enthusiasm was even greater than on the other two days and the noise lasted far into the evening. The joy of the Emmanuel men knew no bounds. The College had entered two boats for the races and they both got a bump every day and the first boat gained the position at the head of the river. But even on such occasions the proctors and their bull-dogs are to be respected and long before twelve the streets, at least, were quiet.

*Ellen F. Pendleton*, '86.

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## THE WEEK.

A LECTURE upon Law and Jurisprudence was given on Friday, May 9, at 7.30 P. M., before the class in Constitutional History, by Judge Conant of Greenfield, Mass. The lecture was enlivened throughout with anecdotes from the speaker's own experience. Law, he said, is a prescribed rule of civil conduct. The two divisions are the civil law and the common law. The former originated in the famous Justinian code of Rome. The common law relates to things of common occurrence. This has come down to us from a time "when the memory of man runneth not to the contrary." Matthew Hale called this great mass of principles and opinions which forms the English (and American) Common Law, "the wisest thing under heaven." All legal institutions have grown with advancing civilization, e. g. trial by jury has developed from the compurgatory trial of the ancients. in which the balance of sentiment exhibited in the court decided the case, to the present form, in which the jury-men represent the country and the charge to them includes the phrase "which country you are." So the Habeas Corpus Act, in its origin as part of Magna Charta in 1815, meant that no man was to be taken prisoner except by a "conviction of his peers or the laws of the land." As many as forty crimes punishable by death were to be found upon the Massachusetts statute book, even in early colonial times. Today we depend upon the common law for definitions of the greater crimes treated in our statute books. Such definitions are fixed in the minds of the people. This makes the foundation of society solid. Another difference between common law and eivil law is that under common law every case must be reported and printed, civil law depends upon code. A code differs from a statute in that it gives precise rules for the conduct of proceedings. The common law has thus been called *stare decisus* or, facetiously, "judge made law." Our courts are often called upon to call into court the ancient laws

of England, as found in "an exhaustive and often, too exhausting, compendium of three thousand volumes of past decisions. Judges were originally appointed by the sovereign and held office during his pleasure. In the United States they are elected and hold office during "good behavior." (Here *Judge* Conant's eyes twinkled.) English courts give, as ours do, the right of appeal from one court to a higher one, up to the Supreme Court, which in America is a higher authority than Congress. This is a new feature in government.

* * *

SATURDAY evening, May 10, Phi Sigma held her annual election of officers. The officers of the society for next year are as follows: —

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|---|---|
| President, | Miss H. St. Barbe Brooks |
| Vice-President, | Miss Ermina Ferris |
| Recording Secretary, | Miss Emogene Hazeltine |
| Corresponding Secretary, | Miss Blanche Bigelow Baker |
| Treasurer, | Miss Grace Eastman |
| Marshals, | Miss Elinor Bruce<br>Miss Clara Walton |

* * *

EDWARD Everett Hale gave a very suggestive talk on "Nationalism" in the chapel at four o'clock Saturday afternoon, May 10. Miss Coman introduced the speaker with the explanation that he was not an out-and-out Nationalist, but few men are better able to present Nationalism in its strength and bearing on the social problems of the day. Dr. Hale first thanked the King's Daughters of Wellesley, for their aid in printing the story of the "Maltese Cross." He considered this an incident of the twentieth century, because it was done for love of seeing a good thing well done. For further information on the subject of Nationalism, the audience were referred to three articles one of them by the speaker, in *Balfour's* magazine, on Nationalism from different points of view. A copy of *The Nationalist* was also presented to Miss Coman's class. The *North American Review* for March containing an article by Mr. Bellamy called "Looking Backward again." It is wise, temperate, good-natured. Mr. Bellamy bases his work on the belief that cooperation is the law of the future, instead of jealousy and riot. In general reading on the subject, American books are better than foreign ones. At a large estimate, there may be ten people on the continent who understand our system of government and of these not more than three ever wrote about Nationalism. Then followed several amusing illustrations of the difference between the feudal system of Europe and our democratic method. In America, the people who wish a thing done, do it. In Germany, one must obtain an order from the Emperor, through a long line of officials. To us, government means the will of the people; to Europeans, the advice of someone in a higher office. So far, our system is pure Nationalism. We are so accustomed to it that it seems a matter of course. Our fathers thought it better that every ragged boy should have the use of what is really best. As a result half the wealth of Boston; the common, the streets, schools, bath-houses and the public libraries, are free. This is Socialism, Nationalism. The system works well and is constantly advancing. Opposition comes almost exclusively from monopolists. Boston is now trying to obtain control of the gas-works and street railways. America's great achievements are her public works. A notable example among others is the Erie Canal in New York state, which has long ago become common property, and controls the rates of transportation from Ohio to the Eastern coast. The cooperative system advocated by the Nationalists has been long in operation among sailors in establishing hospitals in every port; why not apply the same thing in cotton manufactures? There is an instinct in America toward cooperation. Many of the social problems of our day here are already worked out in Australia. Read "The Problems of Great Britain."

"I hope I have made clear that what we call Nationalism is merely the belief of people who wish the government to be strong. It is the movement of the people who believe together. It is the realization of the prophecy of that Leader of mankind who said, 'Whosoever would become great among you, shall be your minister; and whosoever would be first among you, shall be your servant.'"

* * *

AT the open meeting of the Microscopical Society on May 10, Dr. McCook of Philadelphia lectured on Trap Door Spiders and brother love among insects. He introduced his subject by speaking of the great service spiders render by destroying insects. This is their great function in life. Dr. McCook represented by means of water-colored drawings, the different spiders and their nests which he described. Among the many varieties of spiders the Trap Door spider is a typical one. The Chiniza California spider makes its nest in the ground and has a hinged door with beveled edges. Another trap door spider has an exit door in addition to its entrance door, the extra door is for the purpose of providing means of escape from its enemies. A species of Mexican spider makes its nest in the rough bark of trees, and disguises it by bits of bark or moss. In this way a trap for other insects is made. Another species construct under ground a burrow form three to four inches in depth and also raises from the ground a column of about the same height to

serve as a trap for insects. The Atypus Abbotic is web spider of Florida is known by its nest in the shape of cubes placed against the trunk of a tree. These cubes are from six to nine inches long and are connected with burrows under ground. They are covered with bark so as to be rendered invisible. The spider remains inside the cube which is without any means of exit. An insect lights on the cube and crawls up until it gets between the limbs of the spider, the spider then makes a hole through the cube with its feet, grasps the insect and drags it inside. All spiders construct similar nests which consists of a burrow with some sort of a structure, either open or closed, raised from the ground. The spider scrapes together dirt by means of his month and two pairs of forelegs, until a ball is kneaded together, then he carries the ball away a little distance aud throws it down. Dr. McCook at one time placed some Florida spiders in confinement and watched them construct their nests on sticks. The spider stretched threads lengthwise along the sticks making a sort of framework, then crawled inside, threw out spinning tubes and wove. The spider weaves by exuding liquid silk from his spinning tubes. In a spiders web there may be found from three hundred to eight hundred distinct threads. After the frame was covered, the spider added material to disguise his nest. Certain kinds of wasps attack spiders, and for protection our common spiders, which make their nests in the ground, construct a lid of moss to be closed down when the wasp makes its appearance. This is done by instiuct of mother love on the part of the spider. The object of the burrows which spiders make, is to capture prey and propagate species. A very remarkable fact about spiders is that every instinct seen in the adult spider is present in the young spider also. In a few hours after leaving the nest, the young spider is fully equipped to do everything which the mother spider does. One can well say, "Go to the spider and be wise." After the lecture a reception was given by the Society in the Eaculty parlor to Dr. McCook and other friends of the Society.

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On Sunday, May 11, Dr. McCook, of Philadelphia, preached from the text 1 Cor. 13: 9; "For we know in part."

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On Monday evening, May 12, Signor Luca Fumagalli of the Wellesley Schools of Philadelphia and Germantown, gave a piano recital in the Chapel. The program was opened and closed by brilliant compositions by his brother, A. Fumagalli. The selections were characterized by a peculiar daintinessof expression and touch. Les Rêves, by Bizet, was rendered with appreciation. The three selections by Chopin were executed with skill and delicacy, and the runs were unsurpassed for smoothness. Signor Fumagalli responded to the hearty applause following the Choeur des Fileuses with a spirited encore. The artist's own work in the next to the last number showed a marked originality. The program was as follows:

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|---|---|
| A. Fumagalli | Fantasie on Puritani (Quartette.) |
| Bizet | Les Rêves. |
| Scarlatti | Capriccio. |
| Schumann, | Prophetic Bird. |
| Bach-Saint-Saëns | Gavotte. |
| Mendelssohn | Scherzo. |
| Chopin | Berceuse.<br>Etude.<br>Fantasie Impromptu. |
| Rubinstein | Barcarolle. |
| Wagner-Liszt | Choeur des Fileuses. |
| Luca Fumagalli | Idylle.<br>Menuetto.<br>Murmure du Ruisseau. |
| A. Fumagalli | Polka des Magots. |

* * *

At a meeting of the Phi Sigma Society on Tuesday afternoon May 13, most of the members upon entering Society Hall were greatly surprised to see a beautiful new piano lamp. Many eager inquiries were made, but the questions remained unanswered until after the meeting was called to order, when Miss Mary Lyon rose and standing near the mysterious gift, presented it in behalf of the initiates, to the older members of the Society. Miss Lyon made a most happy little speech in which she said that the new members felt how much the older members had done for the Society in which they could not have a share, and that they would like to show their appreciation and interest in the Society, accordingly this lamp was chosen as an expression of their good will. Miss Curtis responded for the delighted older girls, thanking the initiates, and adding that this was a present which would be enjoyed by both Greek letter societies, she hoped for years to come.

The silver standard and lamp are of exquisite workmanship and reflect much credit upon the taste of those who made the selection; and the delicate compliment paid to Phi Sigma's colors by the combination of the silver and the large red shade surmounting the lamp is very pleasing. Long live Phi Sigma! and may the soft rays shed upon her future meetings, ever remind her of the generosity and thoughtfulness of her first fourteen initiates.

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Subscribe for the Prelude.

## AULD ACQUAINTANCE.

To those going to England.—Miss Montague and Miss Pendleton would most heartily recommend to any Wellesley friends who may be planning for a year of study in Cambridge, England, the pleasant boarding place which they have found so comfortable and homelike. The terms for two ladies who would share study and bedroom are two pounds a week apiece. This includes everything except fire in the bedroom. For further information apply to Miss Montague or Miss Pendleton. Their address until July 10 is, Care Brown, Shipley & Co., Lothbury, E. C., London; after that time, Wellesley College. Direct application may be made to Mrs. Temperley, 2 Newnham Terrace, Cambridge, England.

Under the title *The Fadless Woman*, *The Boston Transcript* speaks in highest praise of the speeches made at the meeting of the A. C. A. held in Boston May 3. The first and last paragraphs of the article are as follows:

In the future there is to be a race of women who shall not depend upon the passing whims, fads and fancies of the hour for an interest in life. Three women who represent to-day here in New England this higher idea of culture spoke of it for an hour, Saturday afternoon, to a number of young girls who are getting ready to receive the best that college education can give them. Mrs. Alice Freeman Palmer of the State Board of Education and Miss Vida Scudder of Wellesley — following the introduction by Miss Elizabeth Howe, president of the Boston branch of the Society of Collegiate Alumnæ—spoke on the liberation of the mind by study, and on the relation of college women to the social life of the time.

* * * * * * *

Last and most important of all the inspiring words uttered Saturday were those in which Mrs. Palmer told the girls of the responsibilities that the future will surely put upon them. "We may shrink from them, we may hesitate, but more and more responsibility is to be put into our hands. Girls must resolve to be their best and to give of their best to society, and society means not merely the life of the drawingroom or the circles of friends or acquaintances, but the deep, serious life of the time. All the questions of the day are social questions, and while the light touch, the charm of companionship, the power of the teacher or the protessional or mechanical worker of any kind, these and many other factors are to be counted as of value to woman, the thing which she needs most, and the thing which might be promised her by her college training, is the power to take responsibility happily and well." The high tone of thought, the clear, strong, non-sentimental way of presenting it, the record of past success and future mental growth for the larger half of the population of the United States,—all this, and mnch more not even indicated here, must be commended in the memorable Saturday meeting of the Boston branch of collegiate alumnæ.

## COLLEGE NOTES.

Saturday evening, May 10, the Glee and Banjo clubs repeated in the village the concert given in the College chapel on April 28. The concert was given for the benefit of the Wellesley Congregational church and went off very successfully. Both clubs were presented with flowers and were heartily encored.

The Art Society has been the recipient of gifts from two of its honorary members. Prof. Horsford has presented the tablets which relate to the discovery of the true site of "Norumbega." Mr. Stetson has given ten folio volumes which comprise the important pictures of all the collections, both public and private of North America. This will form the nucleus of the Society library.

On Monday morning, May 9, a mass-meeting of the Chapel Fund Association was held directly after chapel. Miss Noble called the meeting to order and said that the committees of the association had noticed with sorrow the lack of interest among the students and thought that possibly what was necessary was bringing the matter before them with a clear and systematic account of the facts. Miss Curtis then addressed the meeting. She gave the history of the Chapel Fund Association and explained how almost five thousand dollars had been raised. She said that one hundred thousand dollars were needed for the new chapel and that the committees were anxious to raise the amount already held to ten thousand before next fall. The meeting then adjourned. Printed pledges have since been sent around the buildings and it is hoped that the girls will respond, if not with money, surely with enthusiasm.

Were you an early riser and had happened to stray to the village at about six o'clock the other morning, you would have beheld an interesting scene. The business manager of the Prelude was mounted on a step-ladder, vainly endeavoring to coax away from two obstinate nails, the sign [which has long had a hollow, mocking appearance,] Office of the Wellesley Prelude. Two of the staff made themselves useful, one by holding the managers hat, the other by holding the step-ladder, while the commander-in-chief lent her gracious presence and smile. The sign was at length secured, owing to the timely aid of some village youth, and the party marched proudly homeward. The sign is now safely installed in its proper place, the northwest alcove of the old Art gallery.

A notice of the Oral Debate was given in the last Prelude but the account was brief owing to limited space. It may not now be too late to say that each speaker did wonderfully well and that almost everyone of the audience suffered the peculiar sensation of a seesaw opinion. The principle statements of Mr. Arnold to which the affirmative objected were that America as a nation was uninteresting in natural scenery, literature and art, and that Americans lack the "thrill of awe."

## INTER-COLLEGIATE NEWS.

The German school reformers advocate the following changes in the curriculum of the gymnasium: Abolition of Greek, introduction of Philosophy, increased instruction in German, and the modern languages.

A benevolent friend of Syracuse has presented the University with funds for laying out Athletic grounds. A race course, base ball and foot ball grounds are to be provided.

It is stated, that although the college men in the United States are only a fraction of one per cent. of the voters, yet they hold more than 50 per cent. of the highest offices.

Lake Forest is to have a new building, which will be devoted to the use of the Christian Association. It will also contain a large and well equipped gymnasium and thus fill a long felt want.

There is to be erected at Oak Cliff a suburb of Dallas Texas, a nonsectarian ladies' college. The building which will occupy a park of eight acres, will cost $500,000, and the corner-stone will be laid June 1st.

The students of the University of Pennsylvania made such a successful protest against co-education that the Board of Trustees has decided to establish an "annex" for the girls. "This plan will give them class-rooms and study-rooms of their own, although recitations will be made to the University professors."

The average expenses at Yale per year have been for each Freshman, $783.96; Sophomore, $831.34; Junior, $884.17, and Senior, $919.70. The largest expenses reported for any one was $2,900 for the year, although it is believed that there were some who made away with a little more than that amount.—*Ex.*

At the University of Pennsylvania Faculty interference in athletics is deemed advantageous instead of harmful,and the appointment of a Faculty athletic committee a few weeks ago is thought to indicate an intention of fostering and encouraging 'varsity teams. At the same time the intense class rivalry among the students which has hitherto detracted from the interest in intercollegiate games will be diverted into more general patriotism for the university.

Through the benevolence of a friend of the College, who will not allow his name to be published, a sum of money has been given to Rutgers for the purpose of procuring, once or twice a month, some eminent Divine to preach in the Chapel Sunday mornings. This is a step in the right direction, and the hearty applause of the students when the announcement was made gave expression to the students' feeling.—*Rutgers Targum.*

## OUR OUTLOOK.

A higher course of instruction for women who are to teach has been established in connection with the Victoria Lyceum at Berlin. The ideas and method of this course are essentially the same as those of the universities, and it is thought that the Lyceum will develop into a university for women.

Another movement is the Realkurse für Frauen, just inaugurated at Berlin, which aims to give women advanced instruction in mathematics, physics, chemistry, political economy and German, the instruction being such as will make women more independent in their relations to modern life.

In France, as one has keenly noted, the greatest progress shown was the number of women taking part in the educational congress in session during the Paris Exposition and the marked influence their words and presence had upon the men taking part in the debates. Several of the educational monographs published by the Congress were by French women.

In 1889 there were twenty-five lyceums in France open to women, aud nearly a hundred schools of high standard are now open to them.

In Denmark and Sweden nothing further has been done, except the founding of five technical schools for women. In Norway the government has taken the initiative in establishing training schools where women shall have instruction equal to making them teachers of schools that prepare for and lead to the universities. The need of higher grades of schools for women is recognized, government funds are to be used, and the schools are to be under government auspices.

The Spanish universities are now open to women, and they are availing themselves of the opportunity — in small numbers—especially to study medicine. At the Educational Congress in Paris above alluded to, the most zealous and eloquent advocate of the best educational opportunities for women was a Spaniard.

All the Italian universities, seventeen in number, have been opened to women. Moreover, Italy is training her women to be teachers. That the number of those who are fitting themselves to be good teachers, trained teachers, is increasing may be seen from the fact that at Florence last year there were 172 of them; this year there are 216.

Switzerland has long been conscious of her educational obligations to women. There are 179 women in her universities, ninety-four of them in the philosophical courses. Switzerland is the refuge of all the aspiring young women of Germany, who go thither to get what their Vaterland has denied them.

All the universities of Australia are open to men and women under the same conditions.

In Ireland, medical classes for women were opened in Queen's College, Belfast.

England has inauguaated nothing additional for women, having done generously already."

*From "A Year's Progress for College Women," in Education.*

## WABAN RIPPLES.

INEXPERIENCED JUNIOR: Does each Junior have *four* invitations to the Promenade? What does she do with the other three?

Two foreign missionaries, who looked at life from very different points of view, recently returned to this country, and attended a meeting of the Board of Foreign Missions, in ———. They were invited to make their headquarters at the home of a wealthy and enthusiastic member of the Board. On entering the drawing-room, the hostess welcomed them cordially, and drew forward a large and inviting arm-chair. "Will you take this chair, Mr. A?" she asked of one. "Missionaries must learn to sit on *hard* seats, Madam!" he replied in a lugubrious tone, and seated himself upon the straightest and hardest chair he could find. His hostess turned to the other, and asked rather doubtfully, "Will *you* take this seat, Mr. B?" "Missionaries must learn to sit anywhere, Madam," he replied as he took the chair.

FIRST SENIOR: "What's the Bible lesson for today?"

SECOND SENIOR: "The pastoral epistles."

FIRST SENIOR: "What are they about?"

SECOND SENIOR: (Who has not yet studied her lesson); "Oh, sheep, and goats, and cows, I suppose."

PROFESSOR OF GREEK: "Yes Helen was Leda's child, but who was her other daughter?"

MEMBER OF SENIOR GREEK CLASS: "Castor and Pollux."

INSTRUCTOR IN SOCIAL ECONOMY: "How shall we transpose *enough*, so that it shall be *not enough*?"

INSPIRED STUDENT: "*One hug*."

A Boy in one of the famous Enslish public shools, has recently distinguished himself by his work in Latin. The following are examples of his style.

(Reading.) "Nux ego juncta viae cum sim sine crimine vitae,

A populo saxis praetereunte petor, etc."

(Construing.) "*Nux ego*, I a nut; *juncta viae* joined to the roadway; *cum sim sine crimine*, since I am without crime; *petor*, am sought for; *praetereunte*, as I go by; *a populis saxis*, by the Saxon people."

Having to turn into hexameter the two lines,

"He left a name at which the world grew pale,
To point a moral, or adorn a tale

He produced this, —

"Nomen linquebat per quod jam palluit orbis
Pungere moralem aut candem decorae superbam."

THE Wood board is said to be better than planks, and it is even rumored that they have abundant supplies of *cream* from sources inaccessible to others.

## MAGAZINE REVIEWS

*The North American Review for May* is especially interesting. "Soap-Bubbles of Socialism," by Simon Newcomb, sets forth five of our social evils as very largely fallacious in the way in which they are generally understood. He maintains the condition of the masses is to be improved not by distribution of the present wealth, but by a much increased production of all articles.—"A Few Words on Colonel Ingersol," by Archdeacon Farrar, is a clear and vigorous refutation of the principal assertions of Mr. Ingersoll in his recent articles on Agnosticism,— Sir Richard J. Cartwright in "Protection in Canada," enumerates and proves by statistics the strongly marked evil effects of the system of protection employed in Canada since 1879.—"The Typical American" by Andrew Lang and Max O'Rell, is entertaining.—The Silver question is discussed by Hon. Roger Q. Mills. — "Audacity in Woman Novelists." by George Parsons Lathrop, is a bold defence and encouragement for women who are strong to write seriously and sincerely about the great questions of human life and society. He says that the movement of strong, pure women uniting the feminine to the masculine in our literature, is to bring about something like a complete expression of life.— "Why Cities are Badly Governed," by Senator Fassett, contains some statements of the work of the standing committee on cities, which during the term of the present Senate is making a general and careful inquiry concerning the government of cities. — "The Hatred of England," by Goldwin Smith, is a spirited article depreciating the hostility between England and America that has been fostered by unfair histories of England's past movements, that is seen in American journalism and literature, and in the harsh criticism of England's present government of her possessions. He affirms that there is not this antipathy to America on the part of England, either in press or literature.

*The Century for May* endeavors to arouse our patriotism by giving us in its first three articles reminiscences of the Father of Our Country. The first is entitled "Archibald Robertson and his Portraits of the Washingtons," showing the likenesses of the Washington family and giving the scraps of history connected with each portrait; the second article is entitled "Some New Washington Relics" by William Armstrong and Edmund Law Rogers, and describes the collection of Mrs. B. W. Kennon and Mr. Rogers; the third article by Charles Henry Hurl is entitled "Original Portraits of Washington."—The article, "Two Views of Marie Bashkirtseff" presents the extremes of opinion which have been held concerning her life and work —In strong contrast to the usual subject matter of this magazine, we notice the article entitled "Chickens for Use and Beauty," by H. S. Babcock.—George Kennan gives us another Siberian article entitled "Blacked Out," which describes the way the Russian government deals with obnoxious newspaper and magazine articles.—"A Study of Consciousness," by H. C. Wood, cites numerous interesting examples to illustrate how little knowledge human intelligence possesses concerning the nature of consciousness.—Other articles are "The Women of the French Salons," by Amelia Gere Mason; "Andrea del Verrochio," by W. J. Stillman; "Theodora

O'Hara," by Robert Burns Wilson; "Institutions for the Arid Lands," by Maj. J. W. Powell; and a story, "The Romance of Two Camseras," by Elizabeth W. Champney.

## BOOK REVIEWS.

*Harmony in Praise. Boston: D. C. Heath & Co.* This is a new music book just prepared by two masters in the Lawrenceville School, New Jersey, and shortly to be published. The book is a collection in very clear and plain type of classic tunes and unsectarian hymns, for use in the chapel exercises of schools and colleges, and for the home circle. Great care has been taken to select only such hymns as are genuinely inspiring, and, to retain only those verses that have real meaning and value, so that they may be used by all with sencerity, and may charm by their beauty and appropriateness. The topics are: I. Morning, II. Evening, III. Prayer, IV. Praise or exhortation. The tunes have likewise been selected with such care that it would perhaps be impossible to collect another one hundred pages of similar tunes that would be so excellent.

*Practical Seasons in German Conversation. By A. L. Meissner, Librarian and Professor of Modern Languages in Queen's College, Belfast. Boston: D. C. Heath & Co.* This book is one of the recent additions to Heath's Modern Language Series. Its author, Professor Meissner, is already well known through his other books, especially his English Grammar of the German language, which has been introduced into this country through the edition of Professor Joynes. As the name implies, this book furnishes a series of lessons to give facility in speaking German. A system of questions and answers is used, and short connected narratives upon which the conversation is based are also given. We do not quite approve of the method of giving both the German and the English translation, though by some this would be considered an advantage.

*Old South Leaflets. Boston: D. C. Heath & Co.* The famous Bill of Rights, adopted by Parliament in 1689, which finally settled the constitutional character of the English government and brought kings strictly under law, has just been added to the Old South Leaflets, being the nineteenth number in the new general series, published for the directors of the Old South work. The historical and bibliographical notes to this leaflet, by Mr. Mead, are especially full. These original documents, so many of which are being furnished at so trifling an expense by the Old South People, are invaluable for our students of history.

## OUR EXCHANGES.

ADAPTED.

"You are full of airs as a music-box."
Said John to the sweet young girl
Who refused to let him see her home,
As she tossed her saucy curl.

With complacent smile on her countenance,
She answered him open and frank:
"That may be true, but I prove to you
I do not go with a crank." *Ex.*

TO MY LADY'S SLIPPER.

*Rondeau.*

Neglected shoe; old fashioned leather,
Neat, petite, of faded hue,
We'll bemoan our fete together,
Neglected shoe.

When she promised she'd be true,
When my heart was like a feather,
Her most near companion, you,
I, her slave with silken tether.
Now we're outcasts both, we two.
Storms came that we couldn't weather,
Neglected shoe. *Yale Record.*

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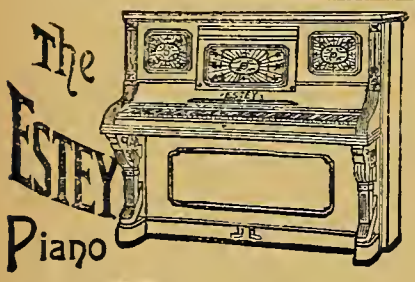


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